**Course Syllabus**

**Sinte Gleska University**

**Spring Semester 2011**

**Course:** Advanced Educational Psychology

**Course Number:** ED 610

**Credit Hours:** 3 Semester Hours

**Instructor:** Steven L. Elwood, MA Ed. Curriculum and Instruction, USD

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**WIKI Page:** [**http://adedpsyched610.wikispaces.com/**](http://adedpsyched610.wikispaces.com/)

**Course Text:**

Bruning, R., Schraw, G., & Norby, M. (2011). Cognitive Psychology and Instruction, 5th Edition. Upper Saddle River, NJ: Prentice-Hall.

**Course Description:** Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

This course meets from January 18, 2011 through May 3, 2011. We will meet on Tuesday evenings in the Student Services Building from 5:00 - 8:00 pm.

As this is a discussion-based course, regular attendance is expected. As this is South Dakota in the winter, there may be occasions when we will need to make up a class, in which case we will come to an agreement of place and time (usually Todd County High School library). Assignments have due dates. Failure to meet the advertised due date will result in a reduced grade for that particular assignment. Assignment windows will be closed after two weeks, therefore it is imperative that you stay abreast of course work requirements. Finally, this is a graduate course. Your written communications will be commensurate with graduate level work.

**Course Learning Outcomes:**

* Students will apply main points of information processing theory- sensory, short-term, and working memory; long term memory structures and models; encoding processes; retrieval processes- to classroom situations.
* Students will evaluate academic vocabulary and demonstrate the ability to apply terminology to instructional development and delivery.
* Students will research and compose various types of writing, demonstrating their understanding of Cognitive Psychology.
* Students will create presentations and discuss / debate topics related to cognitive psychology in education.
* Students will complete a variety of assessments to demonstrate their mastery of course related knowledge.

**Grading Criteria:**

1. Attendance – 15 sessions X 10 pts. Each -----------------------------------------150pts
2. Academic Vocabulary – 25 words -------------------------------------------------100pts

Research on the web related to twenty-five suggested academic vocabulary/concepts that are posted. This task is to guide further thinking and deeper understanding of the professional academic language of effective teaching. Students will summarize their findings and post a final report outlining the terms’ meaning and an application of the concept in an authentic instructional setting. **Due on April 26th.**

1. Read-Reflect-Discuss Chapters – 15 chapters X 10 pts. Each -----------------150pts

Students will be expected to read the chapters and participate each week in a discussion related to that chapter. The discussions will start using a questions based on chapter content; students should answer the questions posed by the instructor; students can take the initiative to pose questions to each other and start additional threads. 10 points per chapter assigned based on timeliness, thoughtfulness and application. Students need to be ready to share their reflections in either small or whole group work time. **Due Weekly.**

1. Research Paper- 5 – 7 pgs in length--------------------------------------------200pts

Students will choose a topic related to cognitive psychology and instruction to research and develop an in depth research paper. The paper is to be double-spaced and written APA format, size 12 Times New Roman font. A minimum of three sources must be used and cited in the bibliography. After students write their papers, they will develop a presentation to deliver to the class on scheduled nights. **Due on April 12th**.

1. Article Review- 8 reviews X 10pts Each-----------------------------------------80pts

Students will select eight articles to read and a write a review of concerning the application of the articles content to cognitive psychology. (See attached article review format). **See assignment calendar for due dates.**

6. Professional Development Plan----------------------------------------------------50pts

Each student is expected to write a 1500 word professional development plan explaining personal goals for further development as an effective teacher/administrator. This plan should explain goals and potential actions the educator has in mind. The plan may explain intentions related to formal education, leadership roles he/she may want to explore, mentoring opportunities etc. **Due on May 3rd.**

1. Quizzes – 15 X 10pts. Each-----------------------------------------------------150pts
2. Mid- Term Exam-----------------------------------------------------------------100pts

**Due March 8th**

1. Final Exam -----------------------------------------------------------------------100pts

**Due May 3rd**

Total Possible Points -------------------------------------------------1,280 points

**Grading Scale:**

**A = 90% - 100%**

**B = 80% - 89%**

**C = 70% - 79%**

**F = 69% and below.**

# How to Write a Journal Article Review APA Style

By [*Erica Sweeney*](http://www.ehow.com/members/ds_ericasw9141.html), eHow Contributor

Updated: November 5, 2010

Write a Journal Article Review APA Style

stack of books image by ckalt from [Fotolia.com](http://www.fotolia.com)

A journal article review is a common assignment in [college](http://www.ehow.com/education/) and graduate [school](http://www.ehow.com/education/). Reviewing journal articles is an important assignment on its own or as part of a much larger research paper. Typically, instructors will give you guidelines on the type of journal articles to review and what to include, but general APA journal article reviews will follow certain conventions. Articles should be from peer-reviewed or scholarly journals and relate to the field of study that the class discusses.

Difficulty: Easy

## Instructions

Search the library's online databases, such as EbscoHost and others, to find scholarly or peer-reviewed articles. You can also look in indexes available at the library.

Read the entire article. Many journal articles can be quite complex and use complicated wording and statistics. You may need to read the article a few times before you get a full grasp of it.

Write a citation for the journal article at the top of the review. The citation should follow the American Psychological Association's style--consult the APA-style manual or the link under Resources for citation information. You will need the title of the article, the journal where the article is published, the volume and issue number, publication date, author's name and page numbers for the article.

Write a summary of the article. This should be one to three paragraphs, depending on the length of the article. Include the purpose for the article, how research was conducted, the results and other pertinent information from the article.

Discuss the meaning or implication of the results of the study that the article is about. This should be one to two paragraphs. This is where you offer your opinion on the article. Discuss any flaws with the article, how you think it could have been better and what you think it all means.

Write one paragraph discussing how the author could expand on the results, what the information means in the big picture, what future research should focus on or how future research could move the topic forward. Discuss how knowledge in the area could be expanded.

Cite any direct quotes or paraphrases from the article. Use the author's name, the year of publication and the page number (for quotes) in the in-text citation. Refer to the link in the Resources section to do this correctly.

Read more: [How to Write a Journal Article Review APA Style | eHow.com](http://www.ehow.com/how_4796768_write-article-review-apa-style.html#ixzz1A2CO6oD4) <http://www.ehow.com/how_4796768_write-article-review-apa-style.html#ixzz1A2CO6oD4>

**Plagiarism and Cheating are serious offenses**:

They are unethical and unprofessional.  Such offenses will be punished by failure to earn points for the assignments or pass the test.  The codes of conduct that govern this class include both the SGU Student Code as described in the Student Policy manual and the SD Teacher's code of Ethics.  These standards are the clearly written descriptions of appropriate behavior for those who are educational professionals.  Failure to follow such expected behaviors would result in lowered grades, failure of the course, and other appropriate disciplinary action.

**Possible Topics for Research Paper:**

|  |  |
| --- | --- |
| Developmentally appropriate curricula and methods of education  Curriculum and classroom efforts to facilitate student understanding of self and/or others  Career development in schools  Moral and character education  Cognitive science, neuroscience, and educational practice  Models and outcomes of educational reform  The impact of the school and classroom contexts on gender identity  Multicultural education  Ability grouping  Facilitating multiple intelligences in the classroom  Education and the exceptional student  Promoting authentic learning within the school curriculum and classroom  The impact of school voucher programs on learning and teaching  Charter schools  The impact of various instructional designs on learning | Current trends in classroom management  Current considerations of effective models of discipline  Testing and assessing learning in the classroom  Non-traditional forms of education (i.e., home schooling, acceleration, etc.)  Bi-lingual education  Current trends in teacher preparation  Teacher accountability  Motivation and education  Developing a sense of community within schools  The impact of educational technology on teaching and learning  Models for and/or outcomes of parental involvement in schools  School violence  Crisis intervention in the schools  Drug education programs  The influence of transitions on learning  Political influence on educational practice |

**Acceptable Journals for Current Issues in Education Project**

|  |  |
| --- | --- |
| Adolescence  American Educational Research Journal  American Psychologist  British Journal of Educational Psychology  Child Development  Cognition  Cognitive Science  Contemporary Educational Psychology  Curriculum Inquiry  Curriculum Review  Developmental Psychology  Educational Leadership  Educational Psychologist  Educational Psychology Review  Educational Researcher  Educational Technology  Elementary School Journal  Exceptional Children  Harvard Educational Review  Human Development  Journal of Abnormal Child Psychology  Journal of Abnormal Psychology  Journal of Abnormal and Social Psychology | Journal of Applied Developmental Psychology  Journal of College Student Development  Journal of Curriculum Studies  Journal of Early Adolescence  Journal of Educational Psychology  Journal of Educational Research  Journal of Higher Education  Journal of Instructional Development  Journal of Learning Disabilities  Journal of Mind and Behavior  Journal of Moral Education  Journal of Personality and Social Psychology  Journal of Reading Behavior  Journal of Verbal Learning and Verbal Behavior  Merill Palmer Quarterly  Peabody Journal of Education  Phi Delta Kappan  Reading Research Quarterly  Review of Educational Research  Science  Social Behavior and Personality  Teachers College Record |

**Rubric Used for Research Paper:**

Remember to follow the APA format while writing your paper. In addition make sure you write a solid thesis statement that is supported throughout your paper.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 3  Exceeds Expectations | 2  Meets Expectations | 1  Approaches Expectations | N  Does not Meet Expectations |
| **Development** | Thesis statement or research question advances a new argument or perspective | Thesis statement or research question addresses a relevant and consequential problem area | Thesis statement or research question is overly general but makes an arguable claim | Thesis statement or research question is trite or absent |
|  | Thesis statement or research question is thoroughly supported by evidence, examples, observations, and apt citation | Thesis statement or research question is supported by evidence and appropriate citations | Thesis statement or research question is supported by some evidence with citations | Thesis statement or research question is unevenly or illogically supported and citations are less than apt |
|  | Engages in the scholarly conversation and defends an original perspective using intertextual means | Engages in the scholarly conversation through intertextual means | Does not engage successfully with the scholarly conversation in the subject area | Does not present an adequate array of scholarly ideas |
| **Critical Thinking** | Critiques context of the scholarly discourse in terms of the student’s assumptions | Examines the context and explores the assumptions of the scholarly discourse | Considers the context and assumptions of the scholarly discourse in a limited way | Does not consider the context or considers it in an ego- or socio-centric way |
|  | Integrates different disciplinary and epistemological ways of knowing and includes evidence of reflection and self-assessment | Integrates multiple viewpoints and compares ideas or perspectives | Considers multiple viewpoints and ideas tentatively or overstates the conflict | Does not consider multiple points of view |
|  | Extends conclusions to address implications and consider ambiguities | Conclusions are logical based on arguments and evidence presented | Conclusions only loosely follow from arguments and evidence presented | Fails to identify conclusions or conclusions presented are simplistic or absolute |
| **Organization** | Document design facilitates understanding and respects rhetorical conventions in the field | Demonstrates awareness of document design appropriate for the intended reader | Facilitates understanding but has occasional lapses | Shows little attempt to guide the reader through the document |
|  | Transitions between ideas enhance the presentation in paragraphs and subsections | Order of ideas in paragraphs and subsections is easy to follow | Order of ideas in paragraphs is apparent but occasionally difficult to follow | Order of ideas in paragraphs is usually difficult to follow |
| **Language** | Fluent, with a sophisti-cated vocabulary and varied syntax | Fluent, with sound word choice and standard syntax | Problems with word choice and sentence structure | Incorrect word choice or syntax often interferes with meaning |
|  | Seamlessly weaves own voice with those of the sources | Distinguishes own voice from those of the sources | Lapses in tone and voice are distracting | Voice fluctuates repeatedly |
| **Mechanics** | Grammar, punctuation, and spelling are correct | Grammar, punctuation, and spelling are typically correct | Some grammar, punctuation, or spelling errors throughout | Grammar, punctuation, and spelling errors are prominent |
|  | Follows APA conventions carefully | APA conventions are usually followed | Some APA conventions are followed | Little or no attempt to follow APA conventions |

**Course Calendar ad Due Dates:**

January 18th - Introductions

Review Syllabus – Field Questions

Explore Chapter 1 Introduction to Cognitive Psychology – Group Discussion

Cognitive Psychology in education, review of vocabulary for the chapter, construct a chapter outline.

Quiz number 1 as a group.

Assignment for next week – Read Chapter 2 and post reflection for others to read.

January 25th – Discuss Chapter 2 Sensory, Short Term, and Working Memory.

What about this chapter fits current knowledge? What will have to be assimilated? Create an outline of chapter two as a class.

In small groups, discus reflections.

Quiz chapter 2. Grade in class.

Assignment for next week – Read Chapter 3 and post reflections to Wiki. First Article Review Due Feb. 1st.

## February 1st - Discuss Chapter 3 Log-Term Memory: Structures and Models.

Discuss chapter reflections in small groups

Quiz Chapter 3, Grade in class

Present Article Reviews

Select Topics for Research Paper

Assignment for next week – Read Chapter 4 and post reflections to Wiki.

February 8th – Discuss Chapter 4 Encoding Processes – Create an outline of Chapter

4. Discuss reflections of chapter 4.

Quiz over Chapter 4

Discuss Quiz Results as a whole group

Begin Research Paper

Assignment for next week – Read Chapter 5 and post reflections to the wiki. Article Review number 2 .

February 15th – Discuss Chapter 5 – Retrieval Processes.

In pairs, discuss the chapter and pick out the main points. Share main points with classmates and explain your selection.

Quiz chapter 5, grade and discuss

Present Article Reviews  
Assignment for next week – Read Chapter 6 and post reflections to the Wiki.

Make Sure you are working on your Academic Vocabulary.

February 22nd – Discuss Chapter 6 – Beliefs About Self

Whole Group discussion about chapter 6. Consider instructional applications of chapter 6 concepts. Group study for Quiz.

Chapter 6 Quiz, Grade in Class.

Assignment for next week- Read Chapter 7 post reflections to Wiki.

Work on research paper.

March 1st – Discuss Chapter 7 Beliefs About Intelligence and Knowledge. Discuss

Reflections of chapter 7. Choose two points from the chapter that carried the most meaning for you and prepare to share your thoughts and why your selections were important to you.

Chapter 7 Quiz, Grade in class.

Assignment for next week – Mid Term over chapters 1-7. Continue to work on vocabulary and research paper. Read Chapter 8 and post reflections to the Wiki.

March 8th – Mid Term Exam Due. Post responses to the Wiki.

Discuss Chapter 8 Problem Solving and Critical Thinking.

Chapter 8 Quiz, Grade in class.

Assignment for next week – Read Chapter 9 and post reflection to Wiki for others to read. Article Review number 3.

March 15th – Discuss Chapter 9 Classroom Contexts for Cognitive Growth. Review some of the work of Thorndike, Dewey, and the Gestalt Psychologists.

Review for chapter 9 quiz, take the quiz and grade in class.

Present Article Reviews

Assignment for next week – Read chapter 10 and post reflection

to the Wiki. Continue to work on vocabulary and research paper.

Article review number 4.

March 22nd –Discuss Chapter 10 Technological Contexts for Cognitive Growth.

Prepare chapter outline in small groups. Share out line in whole group discussion.

Chapter 10 Quiz, grade in class

Present and defend article reviews.

Assignment for next week – Read chapter 11 and post reflections to the Wiki. Prepare article review number 5.

March 29th – Discuss Chapter 11 Learning to Read.

In small groups create examples of Cognitive Load theory and Multimedia Design from the classroom.

Chapter 11 Quiz, grade in class.

Present Article Review number 5

Next weeks assignment – Read Chapter 12 and post reflections to the Wiki. Prepare Article review number 6.

April 5th - Discuss Chapter 12 Reading to Learn. Share reflections of chapter 11

with whole group.

Chapter 12 Quiz, grade in class.

Present Article Review number 6.

Assignment for next week – Read Chapter 13, post reflection to the Wiki

for others to read. Complete Research Paper.

April 12th – Discuss Chapter 13 Writing. Outline the chapter in preparation

for Quiz Chapter 13.

Chapter 13 Quiz, grade in class.

Present Essays

Turn in research paper

Next weeks assignment – Read chapter 14 and post reflection to

the Wiki. Prepare Article Review number 7.

April 19th – Discuss Chapter 14. Cognitive Approaches to Mathematics.

Discuss the connections between chapter 11,12,& 13. Is there a reading writing connection? Create a web of the information from chapter 14.

Chapter 14 Quiz, grade in class.

Present Article review number 7.

Next weeks assignment – read chapter 15 post reflection to the Wiki

Complete last Article Review number 8. Turn in Academic Vocabulary.

April 26th – Discuss Chapter 15, Cognitive Approaches to Science. Small group

review of Chapter 15.

Chapter 15 Quiz, grade in class.

Post academic vocabulary to the Wiki

Present Article review number 8

Next weeks assignment – Professional Development plans completed and posted to the Wiki. Final Exam, when finished, post answers to the

Wiki.

\*We will meet on Tuesday May 3rd if we miss a class due to weather. If we are not interrupted by weather, we will submit all final work to the Wiki no later than the third.